

Blyth Academy

ALBERTA EDUCATION RESULTS REPORT

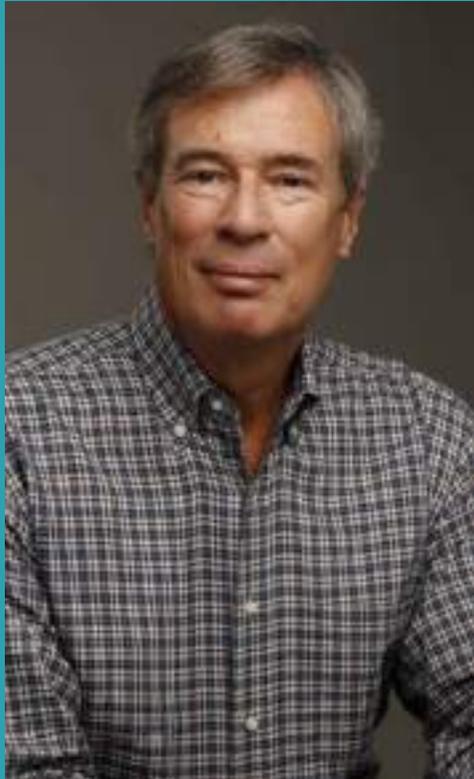
2024-2025



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Accountability Statement



Sam Byth
CEO at
Blyth
Academy

The Annual Education Results Report for Blyth Academy for the 2024/2025 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Handbook for Alberta Accredited International Schools. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2024/2025 was approved by the board on November 24th ,2024.

A handwritten signature in black ink, appearing to be 'P. Shaw', written over a horizontal line.

Managing Director of Blyth Academy
Patrick Shaw



Vision

Our Vision is for all students to reach their fullest potential and to graduate with the skills and confidence needed to continue their educational endeavors as lifelong learners and contributing globally minded citizens.



Mission

Our Vision is to provide our diverse community of learners with a supportive, experiential, high quality education built on the cultural mosaic of Canadian and Qatari values. We foster respectful, creative, and positive relationships, within a safe, harmonious, and inclusive learning environment.

Core Values

Inclusive

We will foster an intercultural environment in which all members of our school community feel accepted and supported.

Adaptable

We will respond in a flexible and effective manner to the changing educational environment and diverse needs of our students.

Holistically Healthy

We will commit to empowering our school community to live a balanced life that cultivates the mind, body and spirit.

Respectful

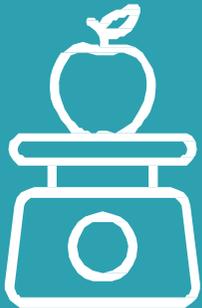
We will nurture an environment that promotes empathy, accountability, understanding, acceptance and integrity.

Global Community

We will develop learners who actively seek ways to make a positive impact within the global community and be future leaders.

Positive

We will cultivate and encourage positive attitudes and optimism for all members of our learning community.



566 Students in
November 2023
from JK to
Grade 12

Two separate
buildings on one
campus (JK-
6) and (7-12)

There were double the
number of students
completing the survey
questions this year.

Realigned Academic
Leadership Positions

2 Accreditations (Alberta
Ed and QNSA)

KEY FACTS

Thriving Sports
Program

Bilingual Programs
(French and Arabic)

Enhanced Options
Programming

There has been a steady
decrease in the number
of teachers completing
the survey

74 Staff dedicated to
supporting student
learning

Parents completed an internal
Parent Survey this year with similar
questions to the Alberta Parent
Survey

Assurance Measures Introduction

Each year Alberta Education surveys teachers and students, asking a series of questions, through anonymous on line surveys. Blyth Academy also surveys parents for similar data. The first table will show the 'Overall Summary' of results from the Fall 2024 data that Alberta Education collected and tallied from teacher and student responses to the survey questions. The subsequent tables, graphs and data will reflect other pertinent information related to each of the Assurance Domains and Measures. These results, coupled with local measures, have helped to guide Blyth Academy's 3 Year Education Plan for 2023-2026 with subsequent input and feedback from stakeholders.

Assurance Domain	Measure	Blyth Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	74.5	76.1	79.8	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	70.3	74.2	78.4	79.4	80.3	80.9	Low	Declined Significantly	Concern
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	86.8	88.4	88.4	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	31.6	37.2	37.2	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	86.4	88.2	88.2	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	27.7	28.7	28.7	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	86.4	80.1	80.1	81.5	80.3	80.3	High	Maintained	Good
	Diploma: Excellence	32.0	25.4	25.4	22.6	21.2	21.2	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	80.9	83.9	85.0	87.6	88.1	88.6	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.1	81.4	83.0	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	76.4	73.1	70.3	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	74.7	85.3	83.7	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Assurance Domain:

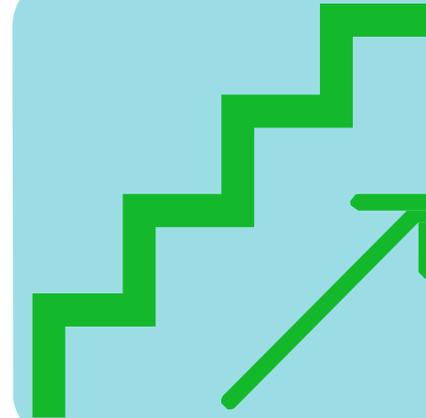
Student Growth and Achievement

Measure:

Grades 6 and 9 Provincial Assessment Tests



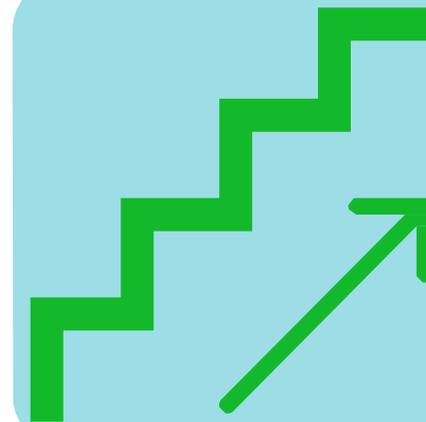
of students in grade 6 and 9 who reached the Acceptable Standard



1.8% lower than the previous year
22% higher than the Alberta provincial average



of students in grade 6 who reached the Standard of Excellence



1% higher than the previous year
11.8% higher than the Alberta provincial average



Areas For Growth :

- To maintain the overall high percentage of students (86.6%) who achieved the acceptable standard and to maintain the target of 85%.
- To maintain the overall high percentage of students (29.6%) who achieved the standard of excellence and to maintain the target of 25%.

Grade 6



Social Studies 6

Social Studies 6 2023:

Acceptable standard: 86.8%

2.3% lower than the previous year

18.1% higher than Alberta's results

Standard of excellence: 31.6%

5.4% lower than the previous year

11.2% higher than Alberta's results

Alberta's Current:

Acceptable standard: 68.7%

Standard of excellence: 20.4%

Grade 9

ELA

Math

Science

Social
Studies

ELA 9

ELA 9 2024:
Acceptable standard: 86.2%
2.2% higher than the previous year
34.8 % higher than Alberta's results

- Standard of excellence: 32.6%
12.8 % higher than the previous year
19.1% higher than Alberta's results

Alberta's Current:
Acceptable standard: 51.4
Standard of excellence: 13.7

Math 9

Math 9 2024:
Acceptable standard: 82.4
30.1% higher than the previous year
28% higher than Alberta's results

- Standard of excellence: 32.4
27.9% higher than the previous year
18.9% higher than Alberta's results

Alberta's Current:
Acceptable standard: 54.4
Standard of excellence: 13.5

Science 9

Science 9 2024:
Acceptable standard: 89.1%
7.6% higher than the previous year
32.7 % higher than Alberta's results

- Standard of excellence: 32.6%
2% higher than the previous year
11.6% higher than Alberta's results

Alberta's Current:
Acceptable standard: 66.8
Standard of excellence: 20.9

Social Studies 9

Social Studies 9 2024:
Acceptable standard: 89.1%
2.1% higher than the previous year
29.1% higher than Alberta's results

- Standard of excellence: 39.1%
24.8% higher than Alberta's results

Alberta's Current:
Acceptable standard: 60.0
Standard of excellence: 15.9

Strengths

Assurance
Domain:
Student Growth and
Achievement

Measure:
Grades 6 and 9 Provincial
Assessment Tests

The overall results of 86.6% percentage of students in grade 6 and 9 who reached the Acceptable Standard is:

25% higher than the Alberta provincial average

Grade
6



- There were significant increases in each of the 4 Core Subjects for Grade 6 : ELA 6
Math 6
Science 6
Social Studies 6

- The overall results of 31.6% of students in grade 6 and 9 who reached the S
14.7% higher than the Alberta provincial average

Grade
9

There were significant increases in each of the 4 Core Subjects for Grade 9 : ELA 9
Math 9
Science 9
Social Studies 9

Connection to Previous 3 Year Ed Plan

Assurance Domain: Measure:
Student Growth and Achievement Grades 6 and 9
Provincial Assessment
Tests

- The Data Analysis Committee will review and analyze the most recent provincial and local student achievement data for reading and numeracy to determine the significant areas of gap and make recommendations to Administration.
- The Learning Support Team will expand and include a new ESL Teacher and Learning Support Coordinator along with a Learning Support Teacher.
- The Learning Support Team will work closely with classroom teachers that teach reading and math to identify and support the most struggling students in reading.
- Teachers will use SLA, PAT and Diploma style questions for ongoing internal reading and math assessments.
- Student accommodations will be reviewed and updated three times per year and implemented by teachers for struggling learners.
- The Elementary Lead will consult with the Numeracy Committee, Math Support Teacher, and classroom teachers to recommend consistent and effective resources for K-6 that will help deliver the new Alberta Math curriculum.
- Department Heads will develop consistent assessment and evaluation outlines for each subject.
- Teachers in grades 7-12 will develop and submit detailed assessment and evaluation plans for each term (1/2 semester).
- Teachers will implement mock exams, PAT, and Diploma style questions in all Core subjects as part of their assessment and evaluation plans.
- Teachers will use more cross curricular activities in grades 7-12 and bring more attention to grammar in subjects other than English.
- Parents will attend information sessions on PowerSchool Parent Portal to better track and support their child's academic progress throughout the year.



Strategies

Assurance Domain:

Student Growth and
Achievement

Measure:

Grades 6 and 9
Provincial
Assessment
Tests

- ◆ To Reach the Target for the Acceptable Standard:
Implement differentiated instruction by designing lessons and activities that cater to diverse learning needs, incorporating various teaching strategies like visual aids and hands-on learning.
Conduct regular formative assessments, such as quizzes and class discussions, to consistently monitor students' progress and adapt teaching strategies according to their needs, while supporting students who are not performing to their potential.

Continue to use student exemplars, PAT style questions, and mock PAT exams in grades 3-9 to ensure students are familiar with the standards and teachers are maintaining the provincial expectations for each course and grade.

Foster a positive and inclusive learning environment by encouraging peer collaboration, open discussions, and celebrating students' achievements to boost motivation and participation.

Provide targeted feedback on assignments, tests, and projects, giving constructive and individualized guidance for improvement.

Utilize resources such as textbooks, online platforms, and guest speakers, collaborate with other educators, attend professional development workshops, and seek support from instructional specialists to enhance teaching practices and stay up-to-date.

To Reach the Target for Standard of Excellence:

Teachers will regularly conduct formative assessments throughout the year to monitor student progress and identify areas where further instruction is needed. By identifying students who are falling behind early on, teachers can provide timely interventions and support to help them reach the target.

Teachers will dedicate specific class time to teach students test-taking strategies and familiarize them with the format and content of the Provincial Achievement Tests. This will include practicing sample questions, providing tips for time management, and offering guidance on how to approach different and higher order types of questions.

Teachers will create a classroom environment that promotes a growth mindset, where students believe that their abilities and intelligence can be developed through hard work and dedication. Foster a positive attitude towards learning and guide specific students who are capable of achieving the Alberta Standard of Excellence target.

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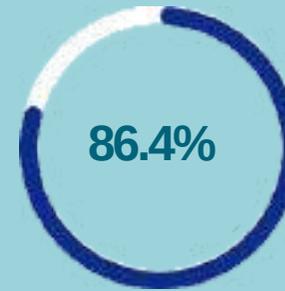
Assurance Domain:

Student Growth and Achievement



Overall students who achieved the Acceptable Standard on the diploma exams:

Blyth Academy Students

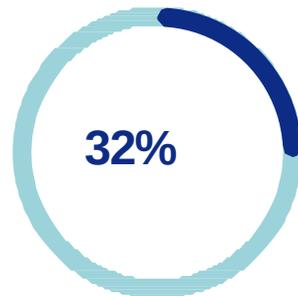


Alberta



Measure: Diploma Exams

Blyth Academy Students



Alberta



Overall students who achieved the Standard of Excellence on the diploma exams



Areas For Growth :

The following courses did not maintain or show growth in the percentage of students achieving the acceptable standard:

- Social Studies 30-2
- Physics 30

More students to achieve the standard of excellence in the following courses: Math 30-2

- ELA 30-1
- Social Studies 30-1
- Physics 30

Continue working on improving the gap between diploma exams marks and the school awarded marks to within 10-15%.

Strengths

Assurance
Domain:
Student Growth and
Achievement

Measure:
Diploma Exams



Overall, There were good increases in the number of students who achieved the acceptable and standard of excellence levels from the previous year as follows:

10.6% increase for the acceptable standard from the previous year and the same as Alberta's provincial results.
3.9% increase for standard of excellence from the previous year, which is also 4.2% higher than Alberta's provincial results.

The results for students achieving the acceptable standard were similar (maintained) or above the previous year's results (2023) in the following courses:

ELA 30-1
Math 30-1
Biology 30
Chemistry 30

2022

The results for students achieving the standard of excellence were similar (maintained) or above the previous year's results (2022) in the following courses: **ELA 30-1** (5.6% increase)

Math 30-1 (36.7% increase)
Social Studies 30-2 (12.5% increase)
Biology 30 (22.% increase)

The results for students achieving the acceptable standard were similar or above Alberta in the following courses:

ELA 30-1 (similar)
Math 30-1 (12.5% higher)
Math 30-2 (similar)
Biology 30 (similar)
Chemistry 30 (similar)
Social Studies 30-1 (16.5% higher)
Social Studies 30-2 (5.2% higher)

The results for students achieving the standard of excellence were similar or above Alberta in the following courses:

Biology 30 (14.8 higher)
Social Studies 30-2 (33.5% higher)
Math 30-1 (7.7% higher)

- There was no gap between the Diploma Exam results and the school awarded marks for Social Studies 30-1 for the acceptable standard and the standard of excellence.
- There was an acceptable gap between the Diploma Exam results and the school awarded marks for Social Studies 30-2 and Biology 30 for the standard of excellence.

Connection to Previous 3 Year Ed Plan

Assurance Domain: Student Growth and Achievement
Measure: Diploma Exams

- The Data Analysis Committee will do a thorough review of and submit a report on the results of students' internal marks compared to final exam marks.
- Administration, in consultation with Department Heads, will revise the school's Assessment and Evaluation Policy to reflect clear assessment standards and expectations.
- Teachers in grades 7-12 will develop and submit detailed assessment and evaluation plans for each term (1/2 semester).
- Teachers will use student exemplars regularly as part of their teaching strategies to maintain provincial standards.
- Teachers will implement mock exams, PAT, and Diploma style questions in all Core subjects as part of their assessment and evaluation plans.
- Teachers will use more cross curricular activities in grades 7-12 and bring more attention to grammar in subjects other than math.
- Guidance Counselor will ensure students in grades 10-12 are enrolled in -2 courses as applicable. Parents will attend information sessions on PowerSchool Parent Portal to better track and support their child's academic progress throughout the year.
-
-



Strategies

Assurance Domain:
Student Growth and
Achievement

Measure:
Diploma Exams

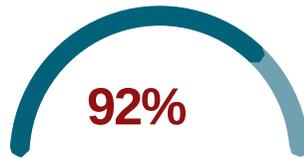
- Analyze student performance data to identify areas of weakness in Physics 30 and address them with targeted interventions.
- Provide additional support for students who are struggling with the subject matter by offering extra tutorials, problem-solving sessions, and study groups.
- Implement interactive and hands-on learning experiences that help students better understand the principles of physics through laboratory-based experiments and demonstrations.
- Provide relevant practice resources such as previous diplomas, sample exams and diploma style questions, both in-class and online, to help students with exam preparation.
- Provide teacher professional development sessions on analyzing data and writing Diploma style questions.
- Identify students who are capable of achieving the standard of excellence level and provide targeted support and additional work and study groups focusing on higher level questions and thorough understanding of content.
- Analyze student performance data to identify areas of weakness in the curriculum and exams. Identify which content areas have lower success rates on the exam, and develop targeted strategies to address them.
- Incorporate diploma exam-style assessments throughout the year to better prepare students for the format and difficulty of the diploma exam.
- Increase the feedback given to students after they have completed unit exams and major assessments, provide breakdowns of performance by content area and general pointers to improve performance in future exam settings.

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

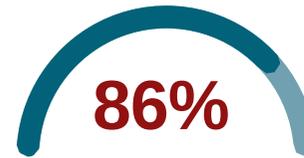
Assurance Domain:

Student Growth and Achievement

Teachers



Parents

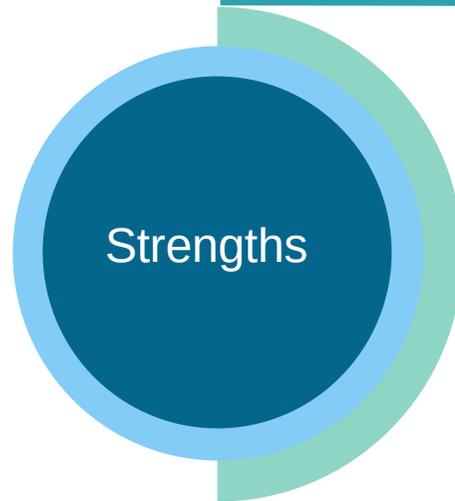


Alberta



Measure:

Student Learning Engagement



Overall teacher results remained high at 92% who feel that students are engaged in their learning.

75% of students in grades 4-6 students like learning language arts which is significantly higher in comparison to math.

85% of grades 7-9 students understand how the language arts they are learning is useful to them.

76% of grades 7-9 students feel that the language arts they are learning at school is interesting to them, which is an increase of 4% from the previous year.

There was a 13% increase from the previous year in students from grades 10-12 who understand how the social studies they are learning is useful to them.

There was a 12% increase from the previous year in students from grades 10-12 who feel that the social studies they are learning at school is interesting to them.

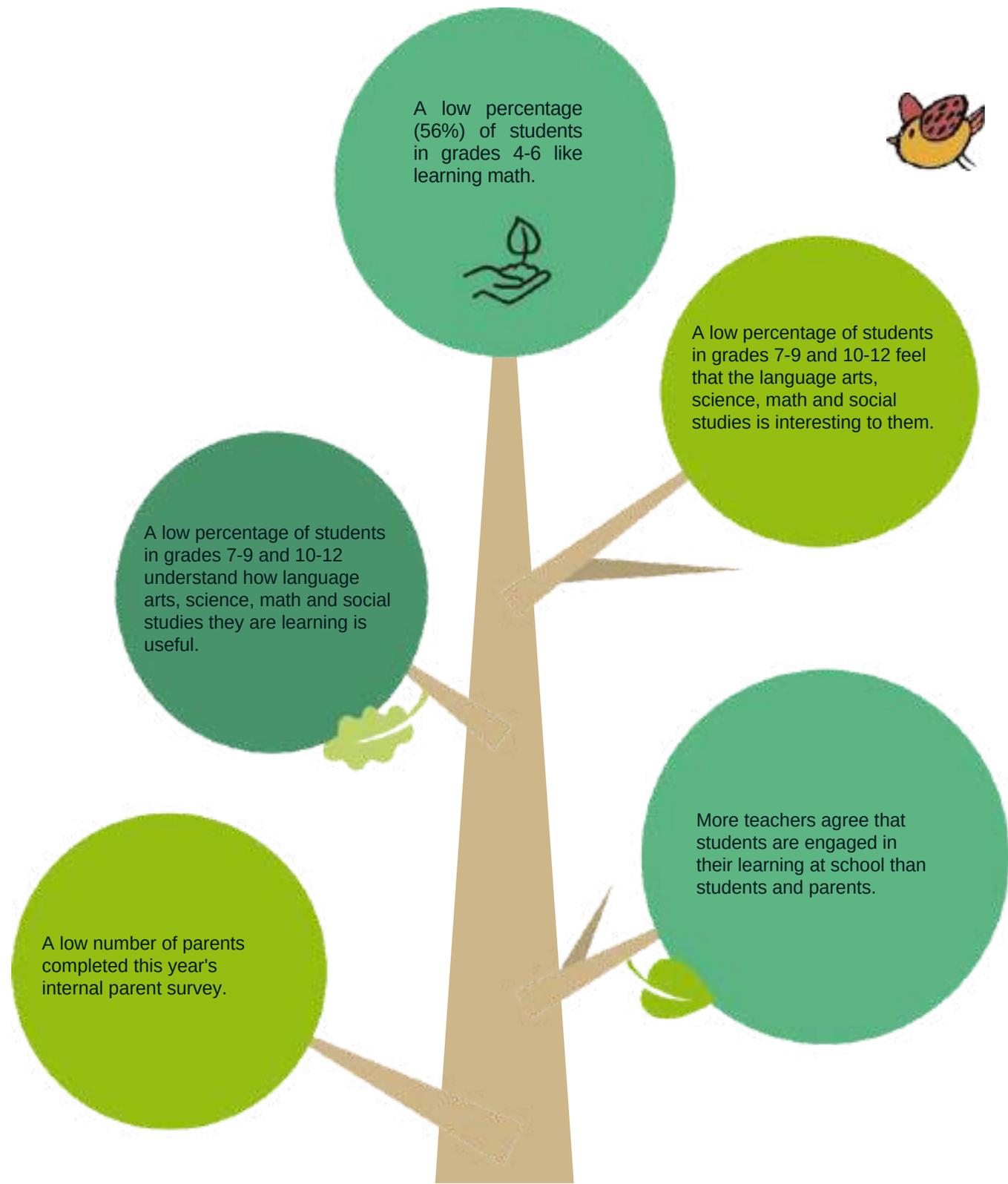
Areas For Growth

Assurance Domain:

Student Growth and Achievement

Measure:

Student Learning Engagement



Connection to Previous 3 Year Ed Plan

Assurance Domain: Measure:
Student Growth and Student Learning
Achievement Engagement

The Data Analysis Committee will review and analyze the most recent provincial and local student achievement data to determine the significant areas of gap and make recommendations to Administration.

Guidance Counselor will ensure students in grades 10-12 are enrolled in -2 courses as applicable.

Teachers will implement mock exams, PAT, and Diploma style questions in all Core subjects as part of their assessment and evaluation plans.

The Elementary Lead will consult with the Literacy/Numeracy Committee, Math Support Teacher, and classroom teachers to recommend consistent and effective resources for K-6 that will help deliver the new Alberta Math curriculum.

Teachers will use student examples regularly as part of their teaching strategies to maintain provincial standards.

Connection to Last Years AERR:

Work with teachers to improve the survey question results.



Strategies

Assurance Domain: Measure:
Student Growth and Student Learning
Achievement Engagement

Grades JK-6

Incorporate some fun and meaningful Math and Language Arts strands into the new Inquiry Based Project initiative for Grades JK-6.

- ◆ The Elementary Literacy and Numeracy Committee will collaborate to plan various activities and provide creative ideas to teachers on how to promote engaging and enjoyable Language Arts and Math lessons.

In February 2024, Math teachers will actively participate in a professional development session focused on Math games. Teachers will implement more Math games into their weekly lessons to enhance student engagement.

The Elementary Lead will reintroduce and implement a structured and scheduled Buddy Reading program for all JK-6 students/classes.

The Numeracy Committee will plan Math and Reading competitions throughout the year to further engage students in these subjects. In Semester 2, Reader's Theatre will be introduced and implemented for Grades 4-6.

- ◆

- ◆

Grades 7-12

Ensure labs and hands-on experiments are included in all Science Long Range Plans and implemented in all 7-12 Science classes throughout the year accordingly.

- ◆ The inclusion of more in-school guest speakers and presenters, as well as out-of-school Field Trips that are curriculum related, will be implemented.

Throughout each term, students will be actively engaged in practical and hands-on activities led by students, which may include the use of technology and math games.

- ◆ Teachers will make a greater effort to connect curriculum outcomes and topics covered in class to real-life and world situations throughout the year.

Teachers will actively seek and encourage input, feedback, and suggestions from students regarding the relevance, interest, and engagement of lessons and topics covered in class, through various methods such as discussions, group work, and exit cards, and encourage student ownership of their studies.

Teachers will ensure that their lessons make connections to the contemporary world, ensuring relevance for students. A professional development session on using technology as a teaching tool will be offered to teachers.

- ◆ Teachers will aim to incorporate more technology into their lessons to ensure student engagement and adaptability to the ever-changing technological world.

- ◆

- ◆

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Assurance Domain:

Student Growth and Achievement

Teachers



Students

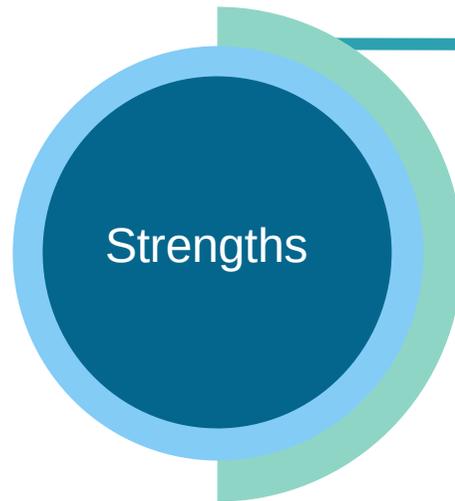


Alberta



Measure:

Citizenship



84.2% of teachers are satisfied that students model the characteristics of active citizenship, which is a high result that was maintained from the previous year.

89% of students in grades 4-6 feel that they are encouraged to try their best.

76% of students in grades 4-6 feel that students help each other.

79% of students in grades 10-12 feel that they are encouraged to try their best which is a 10% increase from the previous year.

82% of students in grades 10-12 feel that students help each other which is a significant increase of 19% from the previous year.

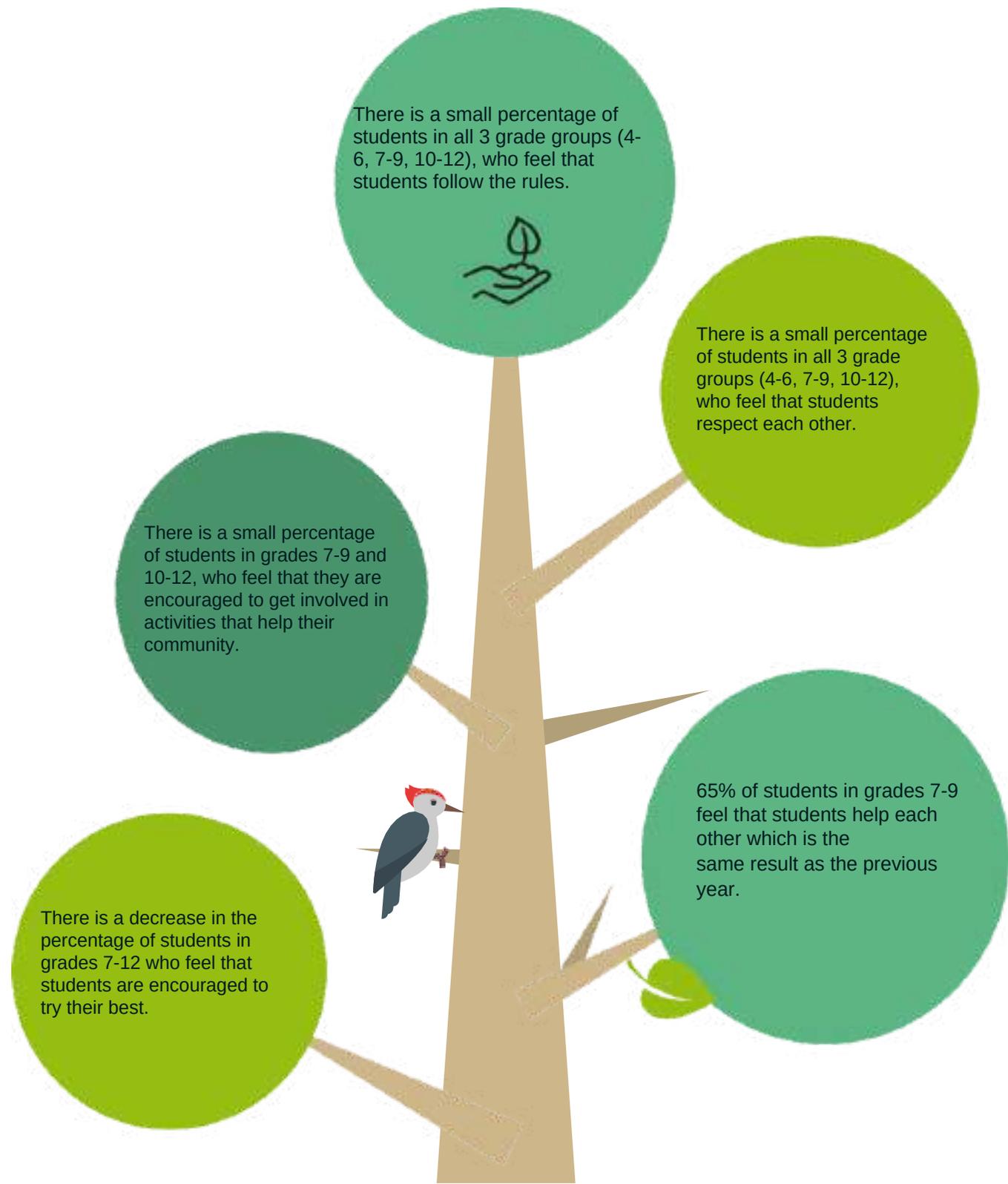
Areas For Growth

Assurance Domain:

Student Growth and Achievement

Measure:

Citizenship



Connections and Updates to Last Years AERR

Have crated a Canadian/Qatari Values and Curriculum Committee, implementing the goals and activities outlined in last years plan

Assurance Domain: Student Growth and Achievement
Measure: Citizenship

Guidance Counsellor targeted focus on character development in Grades 7-9.

Student Council and School Advisory Council continue to have impact on Student Life and educational qualities

Enforce and communicate the school policies to students and parents, providing consistent and accurate student behavior documentation and follow-up using Student Logs and parent emails

Focus on positive behavioral supports through integrated Pastoral care and student supports



Strategies

Assurance Domain: Student Growth and Achievement
Measure: Citizenship

Grades JK-6

Teachers will use more positive praise as a classroom management strategy. Teachers will establish clear expectations and rules for their classrooms.

- ♦

A character education program will be developed, focusing on conflict management, character circles, and defining important terms such as respect. Training will be provided for teachers in grades 4-6 to better understand survey questions and to effectively help students' understanding of the questions.

- ♦

- ♦

Grades 7-12

The 7-12 Leadership Team will conduct research on community involvement opportunities, such as the Qatar Volunteer Center, and create a plan for student participation. Teachers will implement best practices to support and encourage students in achieving their potential.

A comprehensive plan will be established for all staff to consistently enforce school policies and ensure students adhere to school rules.

Parent communications will emphasize the importance of supporting the school's initiatives in enforcing school policies and upholding Core Values. A monthly focus on the school's Core Values and Islamic Values will be implemented throughout the school with a schoolwide plan.

A "Buddy System" program will be developed and implemented across all grades to provide in-class support for students. The Guidance Counselor will deliver Citizenship presentations schoolwide, with a special emphasis on promoting "Respect." Student Life Coordinators will create and implement an engaging monthly School Spirit Events Plan for the entire school.

♦
A Schoolwide Cultural Day, organized by students in grades 10-12, will celebrate diversity, inclusion, and respect, involving all staff and parents.

- ♦

- ♦

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Assurance Domain:

Teaching & Leading

Teachers & Students

83.7%

Students

73%

Alberta

88.2%

Measure:

Education Quality



Strengths

Teachers maintained a strong result of 93.3% who are satisfied with the overall quality of basic education. This is on par with Alberta's teacher results.

84% of students in grades 4-6 feel that their school is very good/good.

There was a 9% increase of students in grades 7-9 who strongly agree/agree that their school work is interesting.

83% of students in grades 7-9 feel that overall the education they are receiving at school is very good/good.

There was a 13% increase in students from grades 10-12 who strongly agree/agree that their school work is challenging.

There was a slight increase of 2% of students in grades 10-12 who strongly agree/agree that the core subjects (math, language arts, social studies, science) they are learning at school are useful to them.

Areas For Growth

Assurance Domain:
Teaching &
Leading

Measure:

Education Quality



The school's results are lower than Alberta's results for this measure.

Overall there was a decline in the results from the previous year of students and teachers who are satisfied with the overall quality of basic education.



Connection to Previous 3 Year Ed Plan

Assurance Domain: Measure:
Teaching & Leading Education Quality

The Learning Support Team will expand and include a new ESL Teacher and Learning Support Coordinator along with a Literacy Learning Support Teacher.

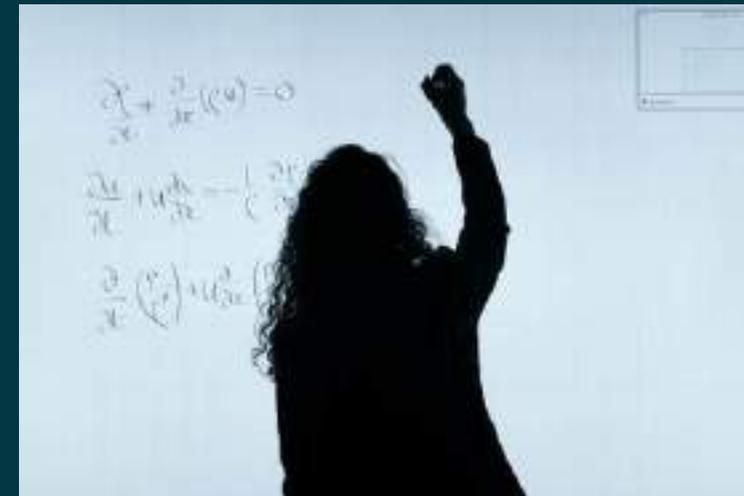
Teachers will attend monthly literacy PLC's by division, led by Elementary Lead, Support Teacher/Coordinator and the Humanities Department Head that will focus on reviewing formative and summative student assessment data for reading, vocab building and retelling.

Department Heads will develop consistent assessment and evaluation outlines for each subject.

The Data Analysis Committee will review and analyze the most recent provincial and local student achievement data for reading to determine the significant areas of gap and make recommendations to Administration.

Administration, in consultation with Department Heads, will revise the school's Assessment and Evaluation Policy to reflect clear assessment standards and expectations.

Teachers in grades 7-12 will develop and submit detailed assessment and evaluation plans for each term (1/2 semester).



Strategies

Assurance Domain: Measure:
Teaching & Leading Education Quality

Grades JK-6

Morning meeting circles will be implemented in all JK-6 classrooms, with a focus on discussing student feelings and needs.

Teachers will receive professional development on classroom management, with an emphasis on building positive student relationships. Survey questions will be reviewed with teachers, and they will receive training on effectively answering the questions.

The guidance counselor will develop and implement a comprehensive plan and presentations on anti-bullying, positive relationships, and mental health awareness.

- ♦

Grades 7-12

Teachers will refer to the annual outcomes in each course and post weekly specific outcomes/objectives for students to understand the “big picture”, the breakdown of how to achieve them and make meaningful connections.

Teachers will post “I should be able to...” statements for each lesson and students will complete this statement at the end of lessons. Teachers will work with students on interpreting the questions of the Alberta survey for consistent understanding.

Teachers will receive professional development on engaging and differentiated lessons.

More multimodal and multimedia elements will be incorporated into lessons to increase student interest and engagement. All teachers will receive professional development on culturally responsive teaching.

All teachers will receive professional development on relationship-based teaching and learning. Students will be surveyed on ways to make classes more interesting, relevant, and engaging.

Lessons and topics will be focused on making connections to real life and the world.

- ♦

- ♦

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Assurance
Domain:

Learning Supports

Measure:
Welcoming, Caring,
Respectful and Safe
Learning Environments
(WCRSLE)



Teachers &
Students

84.6%

Students

66.3%

Alberta

84.6%

Strengths

Overall maintained an acceptable score of 81.4% of teachers and students who agree that their learning environments are welcoming, caring, respectful, and safe.

A high percentage of teachers (90%) agree that their learning environments are welcoming, caring, respectful, and safe.

88% of students in grades 4-6 feel that teachers care about them.

There was an increase in the percentage of students in grades 7-9 who feel safe at school.

96% of students in grades 4-6 feel welcome at school, which is a significant increase of 11% from the previous year.

There were increases in the results of students in the grades 10-12 for the following questions:

5.7% increase of students who agree that their learning environments are welcoming, caring, respectful, and safe.

4% increase of students who feel that at school they belong. 22% increase of students who feel safe at school.

12% increase of students who feel safe on the way to and from school.

6% increase of students who feel welcome at our school.

10% increase of students who feel that their teachers care about them.

1% increase of students who feel that other students treat them well.

The percentage of parents that completed the internal survey who believe that their learning environments are welcoming, caring, respectful is higher than students.

Areas For Growth

Assurance Domain:
Learning Supports

Measure:

Welcoming,
Caring, Respectful
and Safe Learning
Environments
(WCRSLE)



There has been a decrease on most questions in the percentage of students in grades 4-6 and 7-9 who agree that their learning environments are welcoming, caring, respectful, and safe.



Although there were increases in most of the questions in grades 10-12 the scores should be higher.

Connection to Last Years AERR

Assurance Domain:
Learning Supports

Measure:
Welcoming, Caring,
Respectful and Safe
Learning Environments
(WCRSLE)

Revised "Safe Arrival and Departure to School Policy".

Improved Bus Safety procedures implemented.



Implementing the school's Student Code of Conduct Policy.

Developed new school Core Values.

Schoolwide implementation of new Qatari and Canadian Values committee's action plan and monthly themes.



Strategies

Assurance Domain:
Learning Supports

Measure:
Welcoming, Caring,
Respectful and Safe
Learning Environments
(WCRSLE)

- The results of the survey questions will be shared with staff during a Tuesday professional development session, and a collective plan with strategies for implementation will be developed.
- In November, teachers will attend a virtual professional development session featuring a motivational speaker who will focus on building relationships with students.
- All staff will strictly and consistently enforce school policies and the student code of conduct throughout the school.
- Regular communication will be sent to parents through emails, the school's weekly newsletter, and classroom communications, reinforcing the importance of supporting the school in its policies and codes of ethics.
- The guidance counselor will develop and implement a comprehensive and schoolwide plan and presentations on anti-bullying, positive relationships, and mental health awareness.
- Teachers will collaborate to develop a schoolwide plan with various activities centered around respect, belonging, empathy, and caring for each other, to be implemented with students in all grades.

**implement classroom
communication
building relationships
awarenessreinforcing
development code of ethics
collaborate
presentations
policissupport professional
code of conduct enforce school policies
regular communication
schoolwide plan**

Assurance
Domain:

Learning Supports

Measure:
Access to Supports
& Services



The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

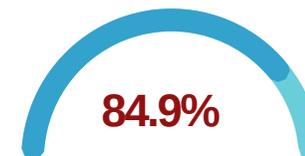
Teachers & Students



Students

68.4%

Alberta



There was a 5.6% increase in the overall results (73.1%), of teachers and students who agree that students have access to the appropriate supports and services at school.

The school's overall results have continued to increase for the past three years.

87% of students in grades 4-6 feel that when they need it, teachers at our school are available to help them.

There was an increase in students in grades 7-9 who feel that when they need it, teachers at our school are available to help them.

There was an increase from the previous year in the results of students in the grades 10- 12 for the following questions:
3.4% increase of students that agree that students have access to the appropriate supports and services at school.

16% increase of students that feel that they can get help at our school with problems that are not about their school work.

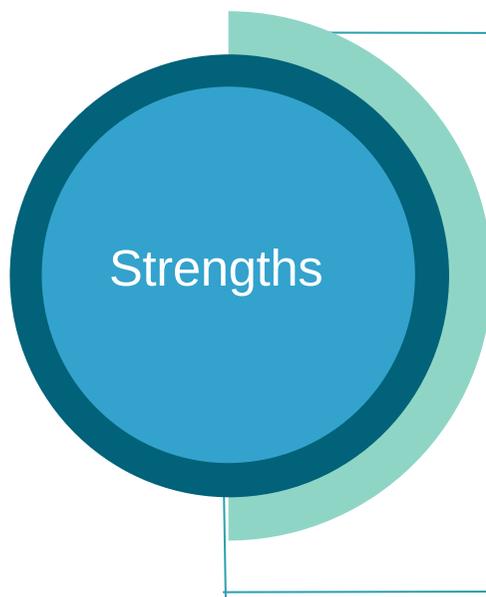
3% increase of students that feel that it is easy to get help with school work at our school if they need it.

There were increases in the teacher results for the following questions:
28% increase in teachers overall feeling that students can easily access programs and services at our school to get help with school work.

30% increase in teachers overall feeling that supports and services that help students be successful in their learning are available in a timely manner.

The results were maintained from the previous year of 100% of teachers feeling that when students need it, teachers at our school are available to help them.

31% increase in teachers overall feeling that our school's continuum of supports³³ and services are responsive to students' needs.

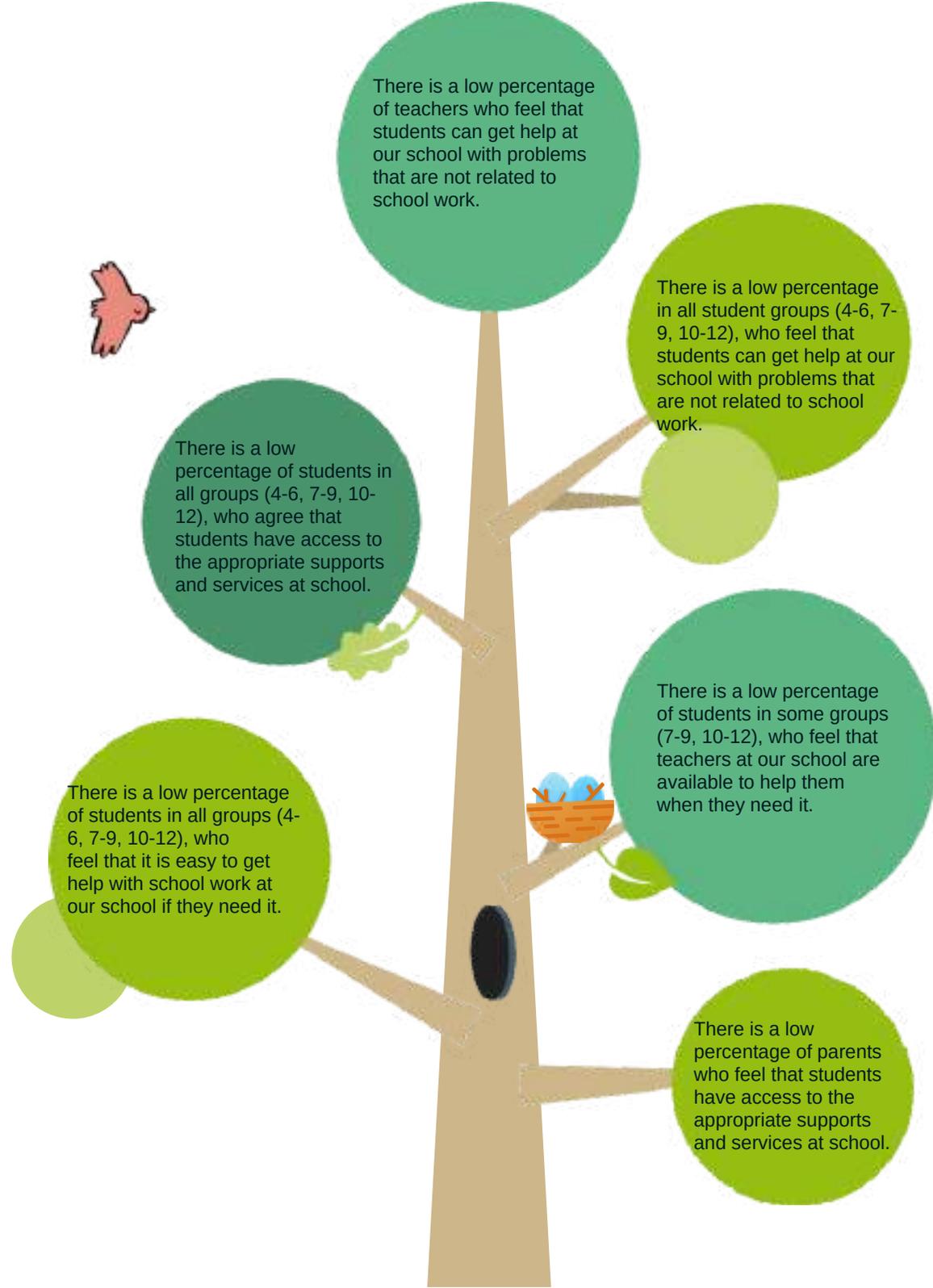


Areas For Growth

Assurance Domain: Learning Supports

Measure:

Access to Supports & Services



Connection to Previous 3 Year Ed Plan

Assurance Domain:
Learning Supports

Measure:
Access to Supports & Services

The Elementary Lead and Support Teacher will consult with the Literacy Committee to recommend consistent and effective methods that will help deliver the new K-6 Alberta ELA curriculum.

K-3 teachers will have training in Reading Records.

K-6 teachers will attend new K-6 Alberta curriculum PD sessions focused on the curriculum outcomes.

The Learning Support Team will expand and include a new ESL Teacher and Learning Support Coordinator along with a Literacy Learning Support Teacher.

The Learning Support Team will work closely with classroom teachers that teach reading to identify and support the most struggling students in reading.

The Data Analysis Committee will review and analyze the most recent provincial and local student achievement data for reading to determine the significant areas of gap and make recommendations to Administration.

Administration, in consultation with Department Heads, will revise the school's Assessment and Evaluation Policy to reflect clear assessment standards and expectations.

Student accommodations will be reviewed and updated three times per year and implemented by teachers accordingly..

Department Heads will develop consistent assessment and evaluation outlines for each subject.



Strategies

Assurance Domain:
Learning Supports

Measure:

Access to Supports
& Services

- ◆ Grade 1-3 provincial literacy and numeracy benchmark assessments will be completed as scheduled by Alberta Ed.
- ◆ The Student Learning Support Team's Tiered Support Plan will be implemented to ensure students who are struggling receive the necessary support.

- ◆ Student achievement results will be regularly and ongoingly monitored per term, with referrals made to the Learning Support Team when necessary.

Additional learning support resources recommended by the Learning Support Team will be purchased by the school.

- ◆ Student Accommodations and IPP's will be reviewed and updated as scheduled throughout the year by the Learning Support Team and teachers.
- ◆ K-6 classroom teachers will have scheduled weekly periods with students in their grade level teaching partners classes to provide Tier support for those who require it.
- ◆ The Guidance Counselor will deliver information, presentations, and strategies to students in grades 4-12 on accessing help and support for non-academic problems.
- ◆ The Guidance Counselor will create a brochure highlighting their role, services, and access to their services.

- ◆ All teachers will develop a schedule and communicate to students on when and how they can seek and receive help for schoolwork.

- ◆ The school will implement its policy for clear and timely communication with parents when students are struggling academically, emotionally, or with attendance.

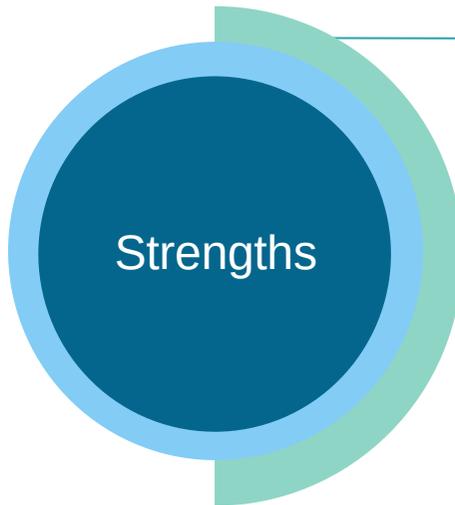
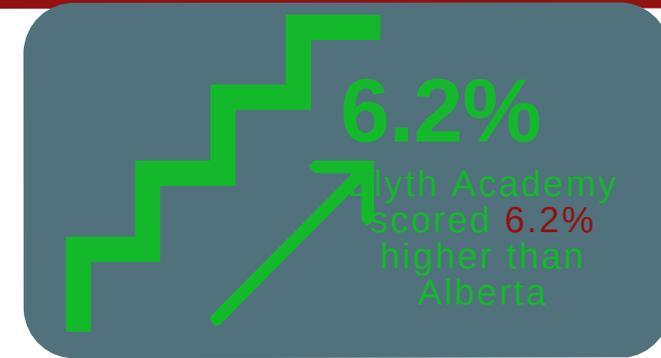
Support periods will be scheduled for all homeroom classes in k-6, utilizing a team approach to supporting students.

- ◆
- ◆

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Assurance Domain:
Governance

Measure:
Parental Involvement



There has been a steady increase for the past 5 years in the overall school results for this Domain.

80% of teachers feel that parents or guardians are involved “A Lot or Some” in decisions about their school which is a 24% increase from the previous year.

87% of teachers are “Very Satisfied or Satisfied” that the input of parents or guardians into decisions about our school is considered which is a 12% increase from the previous year.



Areas For Growth :

- Encouraging and providing parents with more opportunities to be involved in decisions regarding their child's education is an area to explore further.

Connection to Previous 3 Year Ed Plan

Assurance
Domain:
Governance

Measure:
Parental Involvement

Parent Academic meetings for students transitioning to Grade 7 and 10.

An active School Advisory Council.



Parents will attend sessions throughout the year focused on reading comprehension, provincial assessment information, home learning support, and how to use PowerSchool Parent Portal to support their children's learning.

Developed new school Core Values.

Timely replies to parent emails, inquiries and communications following the schools "Parent Concerns Policy".

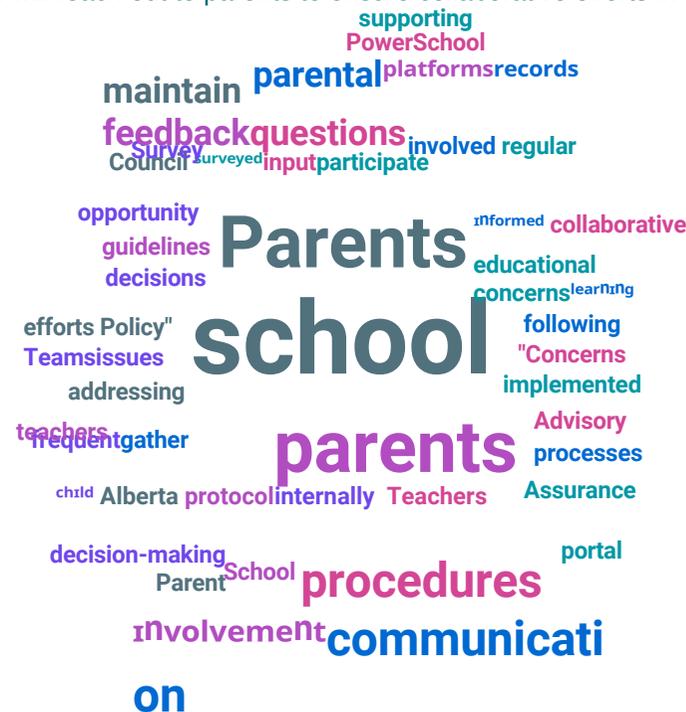


Strategies

Assurance Domain:
Learning Supports

Measure:
Welcoming, Caring,
Respectful and Safe
Learning Environments
(WCRSLE)

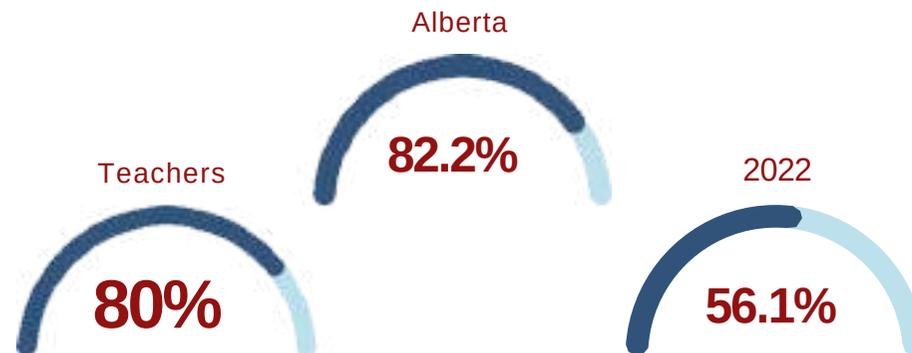
- Parents will continue to be surveyed internally throughout the year to gather feedback and input on school and educational decisions.
- Parents will be informed of the school's protocol and procedures for addressing any concerns or issues, following the guidelines set out in the school's "Concerns Policy". These procedures will be implemented as necessary.
- Parents will be given the opportunity to be involved in the school's School Advisory Council, allowing them to participate in decision-making processes.
- In the spring, parents will be surveyed internally using the same questions as the Alberta Assurance Survey, to gather further feedback on parental involvement.
- Teachers will maintain regular and frequent communication with parents through platforms such as the PowerSchool Parent portal, Teams, and/or email. Any communication records will be kept in student log notes.
- When necessary, teachers will reach out to parents to ensure collaborative efforts in supporting their child's learning.



Assurance Domain:

Supplementary Alberta Ed

Measure:
In-Service Jurisdiction Needs



80% of teachers reported that in the past 3-5 years the professional development and in-service received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.



Strategies

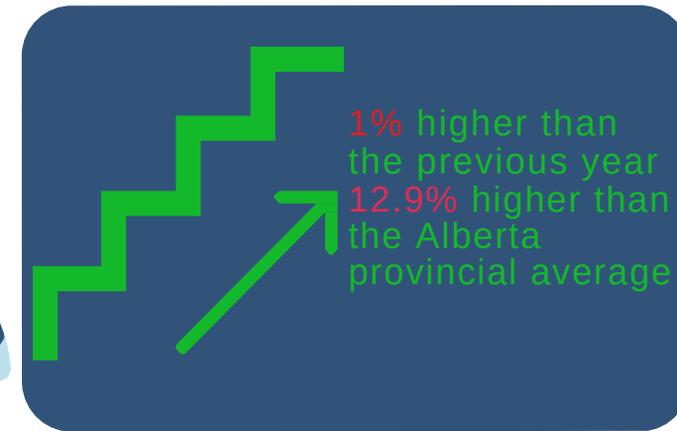
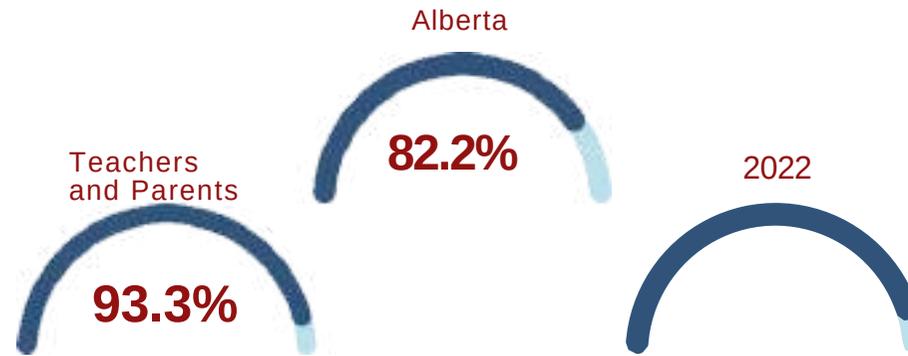
- ◆ Analyze PD feedback from teachers and identify areas for improvement in professional development.
- ◆ Align the school's professional development plan with the school's education plan outcomes/goals.
- ◆ Personalize learning opportunities through needs assessments for teachers based on their Individual Professional Growth Plans.
- ◆ Research effective virtual (live or recorded) Alberta PD sessions on current best practices, new K-6 curriculum, and writing Diploma style question.
- ◆ Establish ongoing support systems and promote collaboration among teachers.



Assurance Domain:

Supplementary Alberta Ed

Measure:
Lifelong Learning



Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Strategies

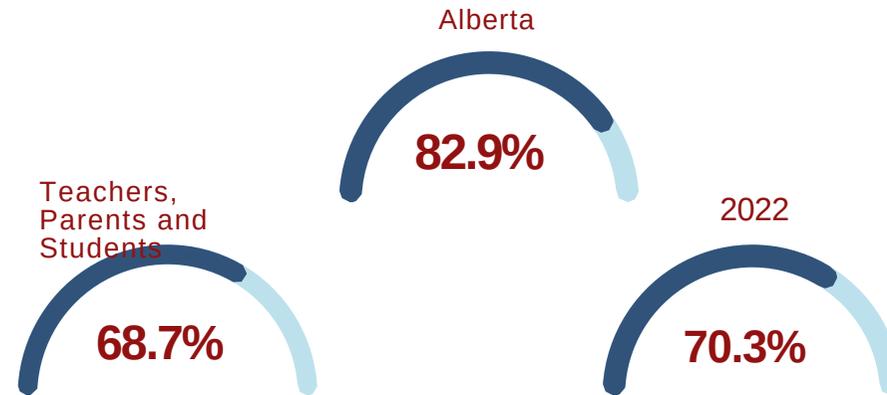
- ◆ Foster a student-centered learning environment that promotes engagement, critical thinking, and self-directed learning. Teachers will Incorporate real-world applications and interdisciplinary approaches to make learning more relevant and meaningful to students' lives.
- ◆ Teachers will Integrate digital resources, online platforms, and interactive tools to facilitate self-paced learning, collaboration, and access to a wide range of information and to enhance student learning opportunities.
- ◆ Continue to offer a variety of extra and co-curricular activities, competitions, mentorships, guest speakers and field trips that expose students to different areas of knowledge and inspire them to pursue lifelong learning beyond the classroom.



Assurance Domain:

Supplementary Alberta Ed

Measure:
Program of
Studies



Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

Strategies

- ◆ Evaluate and gather feedback from teachers, parents, and students through surveys and focus groups on which course offerings they would like the school to offer to students and explore ways of implementation.
- ◆ Teachers will plan more interdisciplinary connections between the different areas of the program of study.
- ◆ Use technology to provide innovative and engaging learning opportunities.
- ◆ Provide professional development opportunities for teachers (virtually or in person), to improve their knowledge and skills in a variety of subjects and courses.
- ◆ Encourage more participation and engagement in the subjects with hands-on learning for students.



Assurance Domain:

Supplementary Alberta Ed

Measure:
Safe and Caring



Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Strategies

- Implement comprehensive anti-bullying programs:
 - Develop and implement programs for student safety and inclusion. Include bystander intervention training and consistent consequences for bullying. Regularly assess program effectiveness.
- Foster a positive and inclusive school culture: Promote diversity and caring for others. Incorporate lessons and activities on empathy, tolerance, and understanding. Celebrate cultural and individual differences through events and curriculum integration.
- Consistently enforce expectations for a safe and fair learning environment through the schools Code of Conduct and policies.
- Develop student focus groups on the schools Core Values and Islamic Values.
- Continue to promote and emphasize the schools monthly themes and Core Values through engaging and effective activities and events.



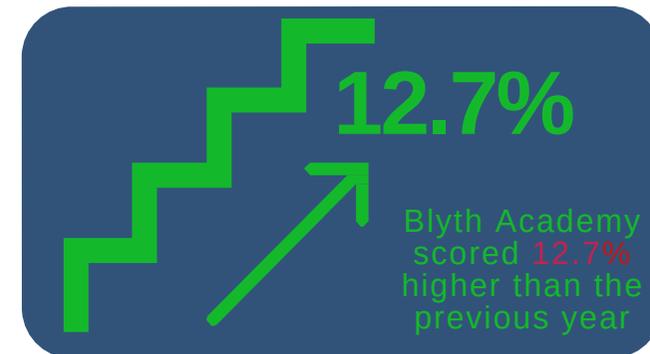
Assurance
Domain:

Supplementary Alberta Ed

Measure:
Satisfaction with Program
Access



Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.



Strategies

Improve access to resources and services that assist students in

- ♦ deciding what courses to take, planning for a career, and improving their reading and writing skills.
- ♦ Establish dedicated career guidance programs that assist students in exploring different career paths and identifying appropriate courses and extracurricular activities to support their career goals.
- ♦ Implement targeted support programs for students who require help with reading and writing.
- ♦ Expand library resources and services and ensure students in all grades have access and scheduled time to avail of the library.
- ♦ Establish mechanisms for students to provide feedback on the accessibility, effectiveness, and efficiency of programs and services.



Assurance Domain:

Supplementary Alberta Ed

Measure:
Program of Studies-At Risk Students



Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely

Strategies

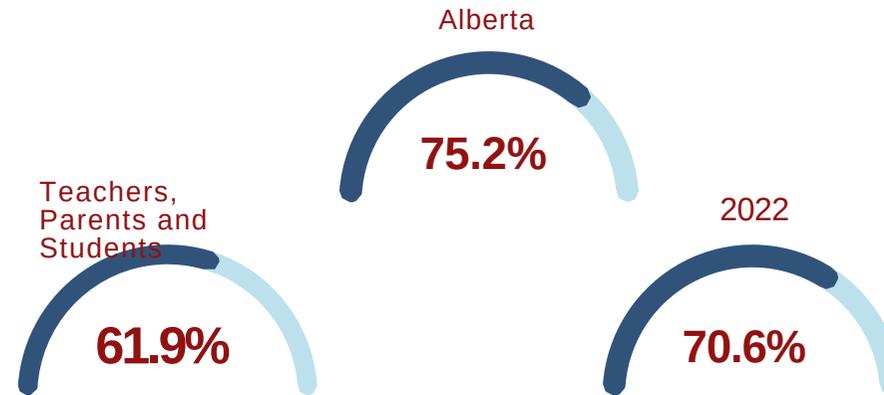
- ◆ Encourage open communication among students, teachers, and parents for struggling students.
- ◆ Provide training to teachers on identifying struggling learners and addressing the needs of at-risk students through differentiated instruction and implementation of student accommodations.
- ◆ The Learning Support Co-ordinator will ensure teachers have the knowledge and training for referring at-risk students for support in a timely manner as per the schools tiered system.
- ◆ The Student Learning Support Team will regularly monitor and evaluate the effectiveness of the programs and make any necessary improvements.
- ◆ Teachers will be accessible and develop plans to provide help to students when needed.



Assurance Domain:

Supplementary Alberta Ed

Measure:
School Improvement



Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Strategies

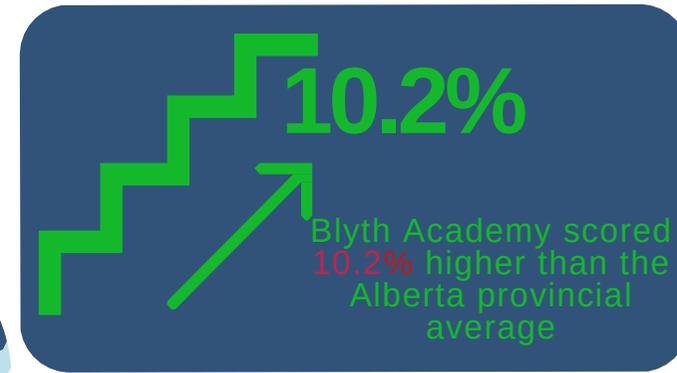
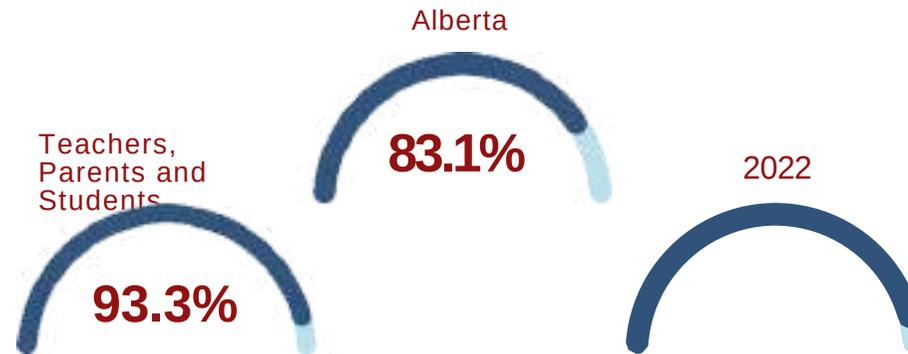
- ◆ Carefully analyze survey results to identify trends and patterns in perceptions of school improvement.
- ◆ Enhance communication and engagement with stakeholders by implementing strategies for open communication with teachers, parents and students.
- ◆ Develop a strategic improvement plan targeting the identified areas from survey results for overall school improvement.
- ◆ Empower teachers with the necessary skills and resources to continually improve education quality.
- ◆ Actively lobby for a new school building.
- ◆



Assurance Domain:

Supplementary Alberta Ed

Measure:
Work Preparation



Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Strategies

Develop comprehensive career guidance programs that educate

- ♦ students about various career paths, job market trends, and the skills required for success.
- ♦ Integrate work readiness skills such as communication, problem-solving, teamwork, and time management throughout the curriculum.
- ♦ Guidance Counselors will organize and offer a career Fair for Students to explore various careers.
- ♦ Ensure the High School Work Experience Program is informative, practical and effective.
- ♦ Establish partnerships with local businesses and organizations to offer work-based learning opportunities for students.

